

## Personal information 1.1

# Meet the new me

### Language focus

present simple, *have got*;  
 personal information  
 questions

### Key vocabulary

*favourite possession*;  
 personal information

### Skills focus

speaking: asking for  
 and giving personal  
 information

### Level

elementary

### Time

30 minutes

### Preparation

one photocopy for each  
 pair, cut into 4 separate  
 cards; each student will  
 need 2 cards

## Warm-up

- Write the phrase *favourite possession* on the board and explain it using examples such as *My favourite possession is my new car*; *Tom's favourite possession is his mobile phone*. Ask a few students what their favourite possession is.
- Invite a student to the front and interview him/her using the prompts from the identity card on the worksheet, starting with *What's your name?* Then ask students to ask you similar personal information questions.
- Now take on a new identity by putting the name of a famous person on the board or showing them a picture of someone famous. Explain that this is *the new me*. Ask them to question you again, this time answering as if you were that person. Help them with the question formation.

## Main activity

- Hand out an identity card to each student. Tell them that they have to write on the card to create a new identity for themselves. Explain that this person will be *the new me*. They cannot put any information on the card that is true about themselves now. Their new identity could be someone famous, someone else in the school, a relative or an imaginary person. If they wish, they can draw a picture of themselves in the 'photo' area. Make sure students work individually.
- Elicit the questions necessary for students to gain personal information from their classmates, using the prompts on the card. Possible questions they could use are:  
*What's your name? How old are you? What do you do?*  
*Where are you from? Where do you live? What do you like?*  
*Have you got any brothers or sisters? Have you got any pets?*  
*What's your favourite possession?*
- Ask students to interview each other in pairs. Stress that they cannot write down their partner's answers but should try to remember as much information as possible.
- Now give each student a new blank identity card. Put them into new pairs, well away from their original partners.
- Explain that they have to interview their new partner about his/her original partner and write the answers on the new card. They will need to use questions like *What's his name? How old is she?* If necessary, revise the third person form of the questions.
- Tell students to exchange cards so that they each have a completed card with information about their original partner on it. They then return to their original partner. They each compare the card written about them with the original card that they wrote themselves. Ask them how much information was communicated correctly.

## Follow-up

- Give each student another blank identity card but with the name of a celebrity filled in. Ask them to use websites to complete the other details. They can then read out the details and ask other students to guess who the celebrity is.
- Ask students to write a paragraph entitled *The new me*, using their new identity.

1.1

Meet the new me

Name: .....  
Age: .....  
Job: .....  
From: .....  
Live: .....  
Like: .....  
.....  
Brothers/sisters: .....  
.....  
Pets: .....  
Favourite possession: .....  
.....

Name: .....  
Age: .....  
Job: .....  
From: .....  
Live: .....  
Like: .....  
.....  
Brothers/sisters: .....  
.....  
Pets: .....  
Favourite possession: .....  
.....

Name: .....  
Age: .....  
Job: .....  
From: .....  
Live: .....  
Like: .....  
.....  
Brothers/sisters: .....  
.....  
Pets: .....  
Favourite possession: .....  
.....

Name: .....  
Age: .....  
Job: .....  
From: .....  
Live: .....  
Like: .....  
.....  
Brothers/sisters: .....  
.....  
Pets: .....  
Favourite possession: .....  
.....

Personal information 1.2

Me, conditionally

**Language focus**  
second conditional

**Key vocabulary**  
*ambition, celebrate, counter, heads, hobby, move forward, possession, relax, spy, start, surf the net, tails, toss a coin*

**Skills focus**  
speaking: talking about imagined possibilities

**Level**  
intermediate

**Time**  
40 minutes

**Preparation**  
one photocopy for each group of 3 or 4 students; a coin for each group and a counter for each student; a photocopy of the Rules for each group (optional)

Warm-up

- 1 Ask students a few personal questions such as *What are you afraid of?* When you have asked students a question, ask them to transform it so that it becomes part of a second conditional question, e.g. *What would you be afraid of if you were two?* Use the phrases on the worksheet to help you.
- 2 Introduce the language of board games from the key vocabulary.

Main activity

- 1 Divide the students into groups of three or four. Hand out a copy of the board to each group. You may also want to hand out a copy of the Rules. Make sure each group has a coin and knows which side is ‘heads’ and which is ‘tails’. Each student will also need something he/she can use as a counter.
- 2 Explain the rules for this activity (see the Rules box below). When a student lands on a square, he/she must form a question for the person sitting on their right. The question should be in the second conditional and must end with one of the phrases from the centre of the board. When a student lands on a square with a letter, they have an extra turn. The first student to return to the square they started from is the winner.
- 3 If necessary, help with vocabulary and resolve debates about the questions. The students should try and choose phrases that work well. They should have fun with the questions and answers rather than expecting all of them to make sense.

Follow-up

- 1 Ask students to write a week’s diary entry, imagining their life in a different situation. They could, for example, write a diary of how their life would be if they were 60, lived in Australia, or had a lot of money.
- 2 In pairs, students write five new questions using the second conditional. They can try them out with another pair.

Rules for Me, conditionally

- 1 Place a counter for each player on a square with a letter.
- 2 Take it in turns to toss the coin.
- 3 If it is ‘heads’, move forward one square.
- 4 If it is ‘tails’, move forward two squares.
- 5 When you land on a square, make a question using the words and one of the phrases in the middle of the board. Ask the player sitting on your right your question. For example: *If you were 20, how would you celebrate your birthday?*
- 6 He/she must answer your question.
- 7 When it is your turn you must not ask a question that another player has asked before.
- 8 When you land on a square with a letter, toss the coin again and have another turn.
- 9 The first player to return to the square they started from is the winner.

From *Pairwork and Groupwork* © Cambridge University Press 2009 **PHOTOCOPIABLE**

1.2 Me, conditionally

<b>A</b> →	where / you / live	how often /you / listen to the radio	what time / you / get up	<b>B</b> ↓
what / be / your ambition	if you were rich		if you were famous	how / you / celebrate your birthday
what / be / your favourite food		if you were 2		how many hours a day / you / watch TV
how / you / relax	if you were 70		if you were 7	how many hours a day / you / sleep
how often / you / listen to music		if you had no money		what /you / do in the evening
what / be / your favourite possession	if you lived in Antarctica		if you could choose	where / you / go on holiday
what / you / be afraid of		if you had children		what / your bedroom/ be like
how often / you / surf the net	if you were 20		if you were a spy	what time / you / go to bed
↑ <b>D</b>	where / you / go every day	what / you / like as a present	what / be / your hobbies	<b>C</b> ←

## Personal information 1.3

# Knowing me

### Language focus

present simple; *like/*  
*enjoy* + *-ing*; *would like*;  
 second conditional

### Key vocabulary

*ambition, fear, memory,*  
*personality, pessimist,*  
*possession, proud*

### Skills focus

speaking: answering  
 questions about yourself

### Level

upper-intermediate

### Time

30 minutes

### Preparation

one photocopy for each  
 group of 3 or 4 students,  
 cut into separate cards

### Extra notes

This activity is  
 particularly useful to  
 break the ice for new  
 classes. It is also useful  
 for speaking exam  
 practice.

## Warm-up

- 1 Ask students what they know about the person sitting next to them. Use questions like these to elicit the information:

*What is he good at?*

*What kind of food does she like?*

*What does he do in his free time?*

*What does she want to be?*

*How many brothers and sisters has he got?*

- 2 Extend this activity by using the key vocabulary in the panel to ask further questions. Put the words on the board if necessary.

## Main activity

- 1 Divide the class into groups of three or four. Give each group a set of cards placed face down in the middle of the table.
- 2 Ask a student to take a card and ask you the question on it. Answer the question about yourself as an example. Aim to speak for about half a minute. Then ask a student the same question. Encourage students to ask follow-up questions.
- 3 Explain to students that they should take it in turns to take a card and ask the person on their right to answer it. That person should aim to speak for about half a minute. When the student has finished speaking, the other students should ask follow-up questions. The card should then be returned to the bottom of the pile.
- 4 Complete the activity with the whole class by asking each student to tell you something interesting they discovered about someone in their group.

## Follow-up

- Ask students to write a list with the title *Five things you didn't know about me* but without adding their name. Collect them in and read out one or two lists, asking the class to guess the identity of the student. Put the other lists on the wall so the students can move around reading them and trying to identify whose they are.
- Ask students to write a short essay in answer to one of the questions on the cards. This can be a question of their choice or one they draw randomly from the pack of question cards.

1.3

Knowing me

✂

What do you think is your best quality?	What would you most like to change about your personality?
Who do you most enjoy spending time with?	What's your ambition?
What's your greatest fear?	What makes you happy?
What are you most proud of?	Where would you like to live in the future?
What's your favourite possession?	What do you like doing at the weekend?
What's your earliest memory?	Are you an optimist or a pessimist?
What's your favourite way to travel?	What's the most interesting thing about your family?
If you could go anywhere, where would you go and what would you do?	What makes you sad?
How different would your life be without the Internet?	If you could meet someone famous, who would you choose?



## The family 2.1

# We are family

### Language focus

present simple questions

### Key vocabulary

families and relatives; *granddad*, *granddaughter*, *grandma*, *grandson*, *nephew*, *niece*

### Skills focus

speaking: defining words for members of the family

### Level

elementary

### Time

30 minutes

### Preparation

one photocopy for each pair, cut into A and B parts

### Extra notes

Dictionaries may be useful for this activity.

## Warm-up

- 1 Introduce the topic of 'family' by putting the following anagrams on the board and asking students to solve them in pairs: *hareft*, *ohmert*, *yamfil* (father, mother, family).
- 2 Ask students to come up with a way of describing *mother* and/or *father* without saying the actual word, e.g. *I am this man's son/daughter*.

## Main activity

- 1 Tell students they are going to complete a crossword puzzle but will have to do some preparation first. Divide the class into two halves, one on each side of the room.
- 2 Give one half of the class an A worksheet each and the other half a B worksheet each. Ask them to look at all the words on their part of the puzzle and check that they know what they mean.
- 3 In pairs or small groups, they decide how they are going to explain the words to the others, without saying the actual words. You may want to give out dictionaries.
- 4 When students are confident that they understand the words and can describe them, reorganise the class. Put each student from the A half with a student from the B half so that each pair has two versions of the puzzle.
- 5 Students take it in turns to ask for definitions (e.g. *What's 6 down? What's 3 across?*) and fill in the missing words. They must not look at their partner's worksheet. If they are having problems guessing the word, their partner helps them by saying the first letter, then the second letter.
- 6 When they have finished, students compare puzzles and find out if they have the correct answers.
- 7 In pairs, they look at the prompts below the puzzle. They use the prompts to ask each other the questions.

### Answers

How many brothers or sisters have you got?  
 How many cousins have you got?  
 How old is your youngest relative?  
 Who is your favourite relative? Why?

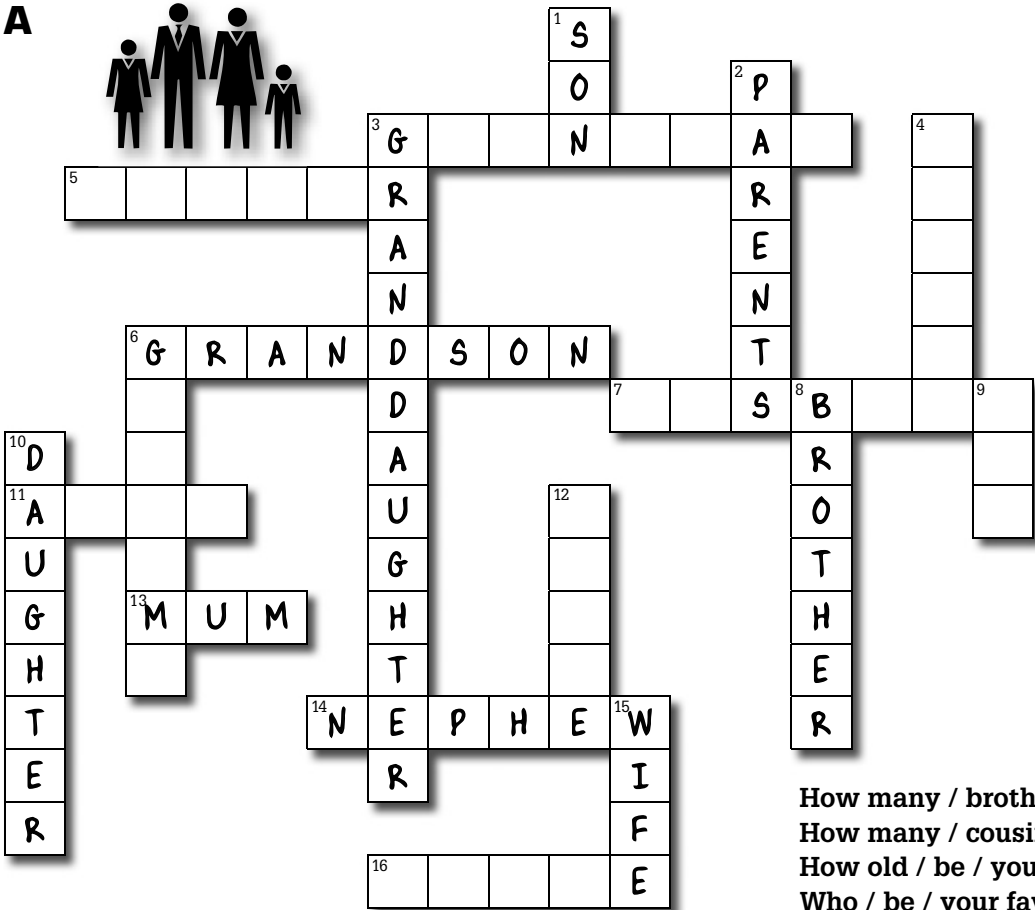
- 8 Finally, find out who has the most cousins or the most brothers and sisters in the class.

## Follow-up

- In pairs, ask students to write the words under the headings *girls/women* and *boys/men*. Then they play a game where one student says a family word and the other student has to give the masculine/feminine equivalent.
- Ask students to write a short descriptive paragraph about their own family or their favourite family member, using plenty of adjectives.
- In another lesson, students bring in photos of members of their extended families. The others have to guess how they are related – whether they are an *uncle/father*, *aunt/mother*, etc.

2.1 We are family

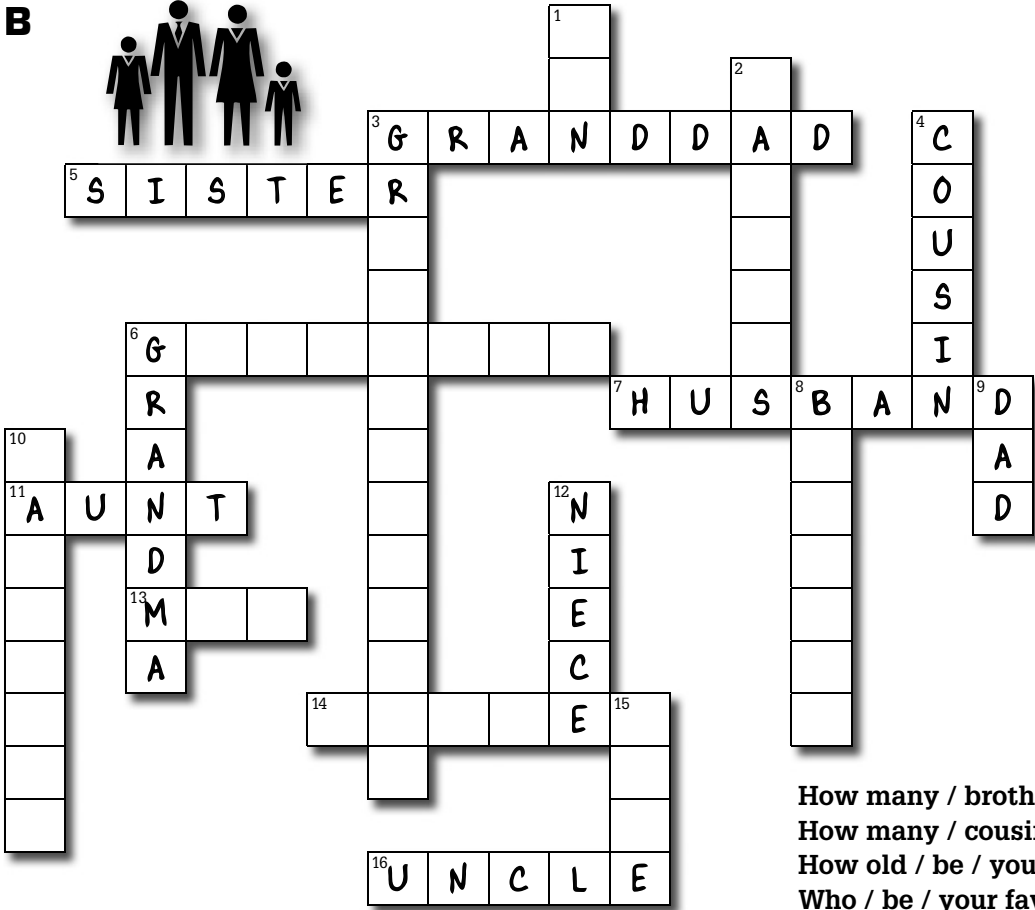
A



How many / brothers / sisters / you / got?  
How many / cousins / you / got?  
How old / be / your youngest relative?  
Who / be / your favourite relative? Why?



B



How many / brothers / sisters / you / got?  
How many / cousins / you / got?  
How old / be / your youngest relative?  
Who / be / your favourite relative? Why?



The family 2.2

Families large and small

**Language focus**  
present simple; *would*,  
*should*; comparative and  
superlative adjectives

**Key vocabulary**  
*easy-going, ideal,*  
*improve, on your own,*  
*only child, relationship,*  
*secure, share, similar,*  
*treat*

**Skills focus**  
reading and speaking;  
making comparisons;  
giving advice; expressing  
opinions

**Level**  
intermediate

**Time**  
45 minutes

**Preparation**  
one photocopy for each  
student

**Extra notes**  
If possible, bring in  
some of your own family  
photos for the Warm-up.

Warm-up

- 1 Describe your own family and childhood. Talk about whether you had any brothers or sisters or were an only child. Show them your family photos if you have them.
- 2 Ask one or two students about their own families. Use these questions to introduce the key vocabulary: *What's the ideal number of sisters? Do you have a good relationship with your brother? Are you an easy-going person? Do you feel secure when you are with your family?*

Main activity

- 1 Divide the class into pairs and hand out a worksheet to each student. Ask them to look at the first set of questions. Explain that they have to ask each other these questions and discuss the answers. After a few minutes, develop this as a whole class discussion.
- 2 Now ask students to put their worksheets face down on their desks. Tell students that they are going to read about two teenagers and what they say about their families. Explain that one of them is an only child and the other is from a larger family.
- 3 In pairs, they predict what the teenagers might say about their experience of growing up.
- 4 When they are ready, they then turn over their worksheets, read the texts and find out if any of their predictions were correct.
- 5 Now tell them to look at the questions below the texts and discuss their answers in pairs. They should justify their opinions and suggest useful advice for Michelle and Jack. Follow this up by inviting them to share their suggestions with the rest of the class.
- 6 Reorganise students into groups of three or four and ask them to discuss the questions in the final section.

Follow-up

- Ask students to write an essay describing their own family and how they feel about it.
- Students write two lists outlining the advantages and disadvantages of small and large families. If they need help, possible suggestions are:

Small family

*Parents have more time for you .*  
*It's quiet at home for doing homework.*  
*You always get new things, not second-hand things.*  
*You don't have to argue over the TV or computer.*  
*You can decide what to do in your free time.*  
*You can spend time alone.*  
*You don't have to share.*

Large family

*There are other children to play with.*  
*It's more fun.*  
*You can look after each other.*  
*Brothers and sisters can help each other with homework.*  
*You can borrow clothes, CDs and other things.*  
*You are never lonely.*  
*You learn how to share.*

## 2.2 Families large and small

### 1 Work with a partner and discuss these questions.

- 1 How many people are there in your family?
- 2 What do you think is the ideal number of people in a family?
- 3 Are families in your country today getting bigger or smaller?
- 4 What do you think is the best age to become a parent?
- 5 Do you think being close in age is the most important thing in relationships between members of a family? Why? / Why not?

### 2 Read the texts below about Michelle and Jack. Then answer the questions.

#### Michelle



I don't live near many of my friends from school, so I spend a lot of my free time at home. I know that some people think that being an only child can be lonely, but I don't think it's a problem. I have the Internet at home and, of course, a mobile phone, so it's very easy to contact my friends. And both my parents are really easy-going and cool to spend time with. For example, they both love playing computer games, so we have family competitions. And we often go cycling together when the weather's good.

I've got a lot of cousins and it's great in the holidays when we get together, but I like being on my own sometimes. I don't know how I'd feel if I always had to share everything with a brother or sister.

I've got two older brothers, but there's a big difference in age between us. One brother is ten years older than me and the other one's eight years older. When I was younger, I used to love having older brothers, it made me feel very secure. They always took me to the park and other places when my parents were busy. It's not so good now though. They've both left home, and when they come to visit, they treat me like a child. I think they forget that I'm growing up too.

A lot of the time it's just me and my parents, so it's a bit like being an only child. Mum and Dad try to spend time with me, but they're both very busy. A lot of the time I'm at home on my own. I've got the Internet and plenty of great things. But sometimes I wish I had someone my age to spend time with, especially when we go on holiday.



Jack

- 1 Who do you think has a better life at home?
- 2 What advice would you give to Michelle or Jack to improve their lives at home?
- 3 Are either of their situations similar to or different from yours?

### 3 Work in a group. Discuss these questions.

- 1 How much time do you spend with your mother or father?
- 2 What do you do together?
- 3 Do you have any brothers or sisters?
- 4 How different do you think your life would be with/without them?
- 5 Would you like to have children one day? Why? / Why not?